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ABSTRACT

Two documents and ten journal articles on teacher motivation, selected from those recently made available through the ERIC system, are described in this report. Topics include the need for teacher incentive systems; the use of open-space schools in which several classes are taught simultaneously in one large room; the ways in which school boards can motivate teachers; the principal's role in teacher motivation; the need to reward exemplary teachers; the role of minigrants in promoting teacher excellence; community incentives for teacher excellence; the use of performance contracts; the relationship between reward structures and cooperative behaviors; the role of intrinsic motivation; and Maslow's hierarchy of needs as it applies to teachers. (JEH)

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THE BEST OF ERIC

ON EDUCATIONAL MANAGEMENT

Number 60, October 1981

The Best of ERIC presents annotations of ERIC literature on important topics in educational management.

The selections are intended to give educators easy access to the most significant and useful information available from ERIC. Because of space limitations, the items listed should be viewed as representative, rather than exhaustive, of literature meeting those criteria.

Materials were selected for inclusion from the ERIC catalogs *Resources in Education (RIE)* and *Current Index to Journals in Education (CIJE)*.

ERIC Clearinghouse on Educational Management

Motivating Teachers

1 **Casey, William F. III.** "Would Bear Bryant Teach in the Public Schools? The Need for Teacher Incentives." *Phi Delta Kappan*, 60, 7 (March 1979), pp. 500-1. EJ 197 903.

"Bear" Bryant, Alabama's head football coach, is a "master of motivation," says Casey. He stimulates his players through a hard week of practice by using Saturday's game as a lure and motivator.

Teachers suffer through equivalent hardships during the week, says Casey, but unfortunately, on Saturday, "there ain't no game!" But teachers can still be motivated, Casey maintains, particularly if the public schools institute merit pay systems for teachers. In this entertaining but substantive article, Casey attacks the current "non-reward system" for teachers and outlines ground rules for a successful merit pay system.

The provision of Casey's merit pay system that differentiates it from most other such systems is this: each teacher interested in merit pay would have to apply for it himself or herself and would be "required to present his/her case in the same way that a lawyer presents a case." There would be no annual review of all teachers, Casey explains, which would only encourage the tendency to give a little something" to everyone.

Merit pay would be awarded "only for outstanding effort and creativity in the classroom," Casey continues. "Remember, you're seeking to improve instruction," not form-filling or monitoring ability. Likewise, merit pay should not be given simply because a teacher gets along well with others, or because of financial need.

Merit pay awards should be made on a one-year basis, should be supplementary to the current step increase system, and should be large enough "to make a real difference," Casey continues. Competition should be as open as possible, with posted lists of applicants. Finally, the system "*should not* be based on student results on standardized tests. If you want standardized teaching" says Casey, "forget the whole idea."

2 **Cohen, Elizabeth G.** "Open Space Schools: The Opportunity to Become Ambitious." *Sociology of Education*, 46, 2 (Spring 1973), pp. 143-61. EJ 075 131.

"The fundamental peculiarity of the occupation of public elementary school teaching is the flatness of the reward structure." Commitment, skill, and performance are rarely rewarded in any manner, states Cohen, and there are few opportunities for professional advancement. Even informal peer rewards are few and weak in traditional schools because of the isolation of teachers in their classrooms.

A promising alternative to traditional school organization is the "open-space" school (not to be confused with the "open classroom," Cohen advises) in which several classes are taught simultaneously in one large room without visual or acoustical separation between "classroom" areas. According to a study conducted by Cohen and others, open-space elementary schools with team teaching provide teachers with "greater opportunities for interaction, influence, and informal rewards," and thus can serve as a valuable source of teacher motivation.

The researchers compared the job satisfaction and two types of ambition of women teachers in traditional and open-space elementary schools. "Professional ambition" was defined as a desire to increase classroom and teaching skills. "Vertical ambition" was defined as a desire for promotion in the hierarchy of the school.

Results showed that open-space school teachers as a group had a "sharply increased level of job satisfaction." In both open-space and self-contained classrooms, teachers who displayed vertical ambition had low levels of job satisfaction. Teachers in self-contained classrooms who were professionally ambitious also showed a low degree of job satisfaction.

But teachers in open-space schools who were professionally ambitious showed a high level of job satisfaction. Cohen speculates that teachers "might become ambitious when given the opportunity to try out new skills and to achieve new recognition for competence."

3 **ERIC Clearinghouse on Educational Management.** *Teacher Motivation: Research Action Brief Number 13.* Eugene, Oregon: University of Oregon, 1980. 5 pages. ED 196 116.

What can school boards do to motivate teachers? This Research Action Brief helps answer this question by reviewing research and theories on motivation and then proposing several suggestions for board members and central office staff.

Numerous research studies, three of which are reviewed in this publication, show that "intrinsic" rewards are much more powerful for motivating teachers than are "extrinsic" rewards, such as merit pay. One researcher, for example, found that the existence of community support, positive social interactions, and agreement with district goals "contribute to teachers' desire to enter and remain in the system," as measured by absenteeism and turnover rates.

A second researcher found that "multiunit" schools with a decentralized authority structure composed of independent teaching teams were more effective in motivating teachers than were "non-multiunit" schools with a traditional authority structure. A third

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researcher found that schools with high-achieving pupils more often used intrinsic rewards to motivate teachers, whereas low-achieving schools depended on extrinsic rewards.

These research results imply that board members and central office personnel can help motivate teachers by enhancing the system of intrinsic rewards already operating in the district. They can, for example, create a supportive atmosphere of trust and openness in the district, encourage teachers by recognizing quality work, promote community support for teachers through press releases and public relations campaigns, include teachers in the decision-making processes of the school and district, decentralize the authority structure, provide minigrants for innovative teacher projects, and provide more and better staff development.

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4 **Erlandson, David A., and Pastor, Margaret L.** "Teacher Motivation, Job Satisfaction, and Alternatives—Directions for Principals." *NASSP Bulletin*, 65, 442 (February 1981), pp. 5-9. EJ 240 460.

Most of the changes in organizational structure necessary to stimulate teachers to excellence "can be wrought by the building principal." This is the central implication of a recent study of 150 high school teachers in ten high schools, according to Erlandson and Pastor.

The study measured "the presence and fulfillment of higher order need strengths" in the teachers studied. Higher order need strengths were defined as desires for involvement in decision-making, challenge on the job, expression of creativity, freedom and independence, and the opportunity to use a variety of skills. In contrast, lower order need strengths were defined as desires for high pay, fringe benefits, job security, friendly coworkers, and considerate supervision.

The researchers found that about two-thirds of the teachers "possessed a predominance of higher order need strengths over lower order need strengths," a ratio significantly greater than that for industrial workers. The teachers with the highest order need strengths, however, were the least satisfied, presumably because their needs were not being met in the school.

Erlandson and Pastor point out that the schools studied were better at fulfilling lower order needs than higher order needs. Thus, a principal looking for a satisfied staff could hire only teachers who have a dominance of lower order need strengths. If the principal is interested in having a dynamic and adaptable instructional program, however, he or she will attempt to alter the school to accommodate teachers with a dominance of higher order need strengths.

Since the principal "has considerable power to shape the communication, influence, and decision-making patterns of the school and to allocate significant instructional areas" to teachers, the authors conclude, he or she can help fulfill the most pressing needs of teachers with higher order needs—needs for freedom and independence in their work.

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5 **Gregorc, Anthony F., and Hendrix, David F.** "Are Turned-off Teachers Turning Off Your Schools?" *School Management*, 17, 3 (March 1973), pp. 8, 33. EJ 072 496.

To respond to the problem of turned-off teachers, state Gregorc and Hendrix, "we must find out what teachers need to receive from their jobs in order to perform with enthusiasm and effectiveness." Clues to teachers' needs can be found in the work of Frederick Herzberg, whose theories Gregorc and Hendrix review.

Every job, according to Herzberg, must make provision for both "hygienic" and "motivational" factors. Hygienic factors include such conditions as adequate salary, competent supervision, job security, opportunity for personal growth, and good interpersonal relationships on the job.

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Hygienic factors alone, however, are not enough. "Providing the hygienic factors brings the worker to a point of readiness, but it is the motivational factors that stimulate these employees to fulfillment and productivity." Motivational factors include recognition from others, satisfaction from viewing the results of successful work, responsibility for one's work, and opportunities for change of position and increased responsibility.

The public schools, Gregorc and Hendrix contend, have failed to provide the motivational factors needed by teachers. Regulation of teachers is tight, recognition is scant, promotion is not possible without moving out of the classroom, and merit pay is not widely used. To motivate teachers properly, administrators should find out which motivational factors they can offer teachers and then develop a motivational system designed to meet teachers' needs.

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6 **Gudridge, Beatrice M.** "Great Teachers Deserve Great Rewards." *American School Board Journal*, 167, 7 (July 1980), pp. 30-31. EJ 227 818.

Some superintendents believe that no reward is too good for a "great" teacher. So why not "name a school after her," "buy her a car," or "send her on an all-expenses-paid trip to Hawaii"? Though unrealistic, Gudridge admits, these suggestions are more appropriate rewards for exemplary teachers than what school districts usually give: nothing.

Even in districts where money is extremely tight, good teaching can and should be rewarded. Great teachers, after all, are not motivated by money but by needs for self-satisfaction and occasional praise from superiors or colleagues.

Administrators can recognize good teachers by having "teacher of the week" and "teacher of the year" awards. "Having achievement recognized will turn on the teacher's 'hot button' more than money," Gudridge states.

When monetary rewards are available, they can be given in sums of $500 or $600, or fewer teachers can be chosen and more substantial rewards—perhaps even $4,000 to $5,000—can be given.

Encouragement from superiors is also a powerful motivator for teachers. Gudridge relates the case of three kindergarten teachers who wanted to start their students in academic subjects, but no materials were available. When the principal encouraged the teachers to write their own materials, they thought the principal "was out of her mind." Buoyed by the principal's trust and high expectations, however, the teachers developed a reading readiness

project that eventually came to be used in forty-five states. Encouragement was the key.

Other possible rewards for outstanding teachers are "invitations to testify on education matters at school board meetings," "classroom visits by school board members and the superintendent," and leaves of absence to develop and write about successful teaching strategies.

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7 **McGrady, Seamus.** "Managing Minigrants." *Nation's Schools*, 93, 2 (February 1974), pp. 39-42, 88. EJ 091 296.

Minigrants come in sizes ranging from tens to thousands of dollars and can be given for an infinite range of teacher projects. Despite their variety, however, says McGrady, minigrants have one thing in common: they "are a highly effective device to get teachers involved in educational programs by rewarding those with ideas and initiative. They promote excellence." In this article, McGrady explains the use of these simple motivational tools and describes guidelines for their proper management.

Minigrant systems have two advantages over regular project funding systems, says McGrady. First, the time between the conception of a project and its funding is shortened dramatically. Second, the simplicity of the application process encourages more teachers to submit proposals; thus all ideas get "on the table and the best get funded."

In most districts that use minigrants, the projects to be funded are chosen by a committee of teachers and administrators. In some districts, parents, students, and classified staff are also included on the selection committee.

Application forms, says McGrady, "should be brief, clear and complete," but not exhaustive or complicated. And before applications are distributed, teachers should fully understand "what minigrants are all about—their approximate dollar value, their purpose, and the criteria by which they'll be evaluated."

In judging a minigrant application, committee members might consider a project's feasibility, its innovativeness, the transferability of the project's benefits to students outside the project, the effect of the project on students, and the validity of the project's proposed evaluation measures. McGrady discusses several other aspects of minigrant programs and describes numerous successful minigrant programs.

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8 **Miller, Harry G., and Swick, Kevin J.** "Community Incentives for Teacher Excellence." *Education*, 96, 3 (Spring 1976), pp. 235-37. EJ 149 308.

"For most school systems, incentives and reward systems have not been clearly identified and utilized to influence and motivate better teaching." To help administrators correct this deficiency, Miller and Swick here outline several "incentive schemes" designed to motivate teachers and, thus, improve classroom instruction.

One important and easy-to-use incentive is simple recognition for a job well done. Within the school, administrators can recognize and applaud good teaching through notices in school bulletins or announcements at faculty meetings. Or administrators can arrange classroom visitations by fellow teachers, other administrators, school board members, and parents. Good teachers can be asked to give presentations at district, regional, and state workshops and can be encouraged to publish articles in professional journals.

On the community level, teachers can be recognized through "teacher of the week" awards or "teacher appreciation nights." Administrators can also use the local media to "recognize special achievements of teachers and to focus on special professional endeavors of teachers."

When funds are available, several other reward strategies become feasible. Administrators can grant monetary awards or merit pay, buy plaques to award outstanding teaching, pay for teachers' memberships in professional organizations, allocate funds for special projects, or provide leaves of absence and paid expenses for professional conferences. Other possible rewards are appointment to a principal's advisory council, promotion to an administrative position, and "appointment as a master teacher responsible for curriculum development and demonstration of instructional strategies."

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9 **Satterstone, Mark J.** "Performance Contracting: Implications of the Behavioral Paradigm for Educational Administration." *Peabody Journal of Education*, 54, 2 (January 1977), pp. 88-93. EJ 161 254.

Because school administrators must accomplish the school's objectives through others, they regularly face the problem of developing and maintaining a satisfactory level of staff motivation. Performance contracting combined with behavior motivation strategies, Satterstone contends, can help administrators maintain high levels of teacher performance and motivation.

Much of our current understanding of motivation in an organizational setting stems from the work of Abraham Maslow and Frederick Herzberg. Maslow identified a hierarchy of human needs and conceptualized management's role "as integrating personal needs and organizational goals." Because the lower needs are largely satisfied in this society, managers must attempt to motivate people with higher types of "pay," such as belongingness, respect, appreciation, and opportunities for self-actualization.

In the public schools today, says Satterstone, there is a large discrepancy between administrators' actual motivational behavior—as exemplified "by typical teacher evaluation forms and techniques"—and the organizational motivation theories of Maslow, Herzberg, and others. One way out of this dilemma, states Satterstone, is to use a behavioral motivation strategy known as performance contracting.

Essentially, a performance contract is "an agreement in which rewards are promised in return for desired behavior." In a school setting, administrators and teachers would cooperatively define objectives to be achieved, methods to assess achievement of goals, and rewards for success.

Performance contracting has been used successfully with students at all educational levels, with prisoners and drug abusers, and in business and educational administration. Satterstone briefly reviews these applications and concludes that with performance contracting, school administrators can "maintain high performance expectations, encourage goal directed teacher behavior, foster independent decision making, and recognize and reward teachers meeting or exceeding established performance criteria."

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10 **Spuck, Dennis W.** "Reward Structures in the Public High School." *Educational Administration Quarterly*, 10, 1 (Winter 1974), pp. 18-34. EJ 092 744.

The proper functioning of an organization depends on the cooperative interaction of its members. This cooperation, however, is not given freely, says Spuck; "but is exchanged for desired rewards made available through participation in the organization."

To determine which types of rewards are related to cooperative organizational behaviors, Spuck conducted a study of twenty-eight Southern California high schools. The participating teachers completed a questionnaire developed by Spuck that measured the relationship between eight "reward structure categories" and three "cooperative behaviors" related to a teacher's joining and staying in the school system: ease of recruitment, absenteeism rate, and turnover rate.

The eight reward categories measured by Spuck's instrument were "material inducements"—such as salary and fringe benefits, perceived recognition of the school by the community, physical conditions of the school, pride of workmanship in teaching, extent

of social interaction with peers, agreement with district goals and policy, ability to influence school policy—and "environmental working conditions," which reflected teachers' perceptions of how classes were assigned, freedom to teach as desired, and so forth.

Spuck found that schools that experience little difficulty in recruiting new teachers are those that have "high levels of community support, pride of workmanship, and social interaction with peers as well as desirable physical and environmental working conditions." The level of material inducements, surprisingly, was not related to ease of recruitment.

Absenteeism was found to be related to two of the reward categories. Schools with high levels of community support and teachers who tended to agree with district goals and policies had low levels of absenteeism. No single reward category correlated significantly with teacher turnover rate, although combinations of categories did.

Spuck outlines several reward system "taxonomies" and discusses the implications of his study in terms of "intrinsic," "extrinsic," and "environmental" motivators of teaching. He concludes that the key to motivating employees is "understanding desired rewards and providing for these needs to be met in pursuit of organizational goals."

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11 **Thompson, Sydney.** Motivation of Teachers. ACSA School Management Digest, Series 1, Number 18. ERIC/CEM Research Analysis Series, Number 46. Burlingame, and Eugene: Association of California School Administrators, and ERIC Clearinghouse on Educational Management, University of Oregon, 1979. 50 pages. ED 178 998.

"The answer to teacher motivation lies in intrinsic motivation," states Thompson, not in extrinsic motivation involving money and control. This conclusion is based on the results of research in the fields of management and organizational psychology conducted by such figures as Maslow, McGregor, Herzberg, and Deci. In this excellent publication, Thompson carefully explains the research and philosophies of these and other authors as they relate to teacher motivation. Together, their ideas make up what is often referred to as the "human resources" view of motivation, which argues that "worker fulfillment and productivity are to be reached together through an integration of the needs of workers and organizations."

Because these theories were developed in industry and business, however, educators should be cautious in applying them to teachers, Thompson warns. Teaching differs from other established professions in that it is relatively "careerless" and "barren of major extrinsic incentives, such as increases in money, prestige, and power." Most of the work rewards of teachers are "intrinsic" or "psychic" in nature, the most powerful of which is "a sense of having influenced students."

Thompson's discussions of the human resources view of worker motivation and the work environment of teachers prepare the reader for the third section of this digest, titled "Strategies for Enhancing the Motivation of Teachers." Drawing on both the educational literature and interviews with working educators, Thompson presents numerous practical and useful suggestions that administrators can utilize to motivate teachers. Included are discussions of praising and encouraging, honoring, setting goals, providing feedback, promoting collaborative relations, increasing teachers' control over their work, minigrants, and staff development.

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12 **Williams, Robert T.** "Application of Research: Teacher Motivation and Satisfaction." *NASSP Bulletin*, 62, 422 (December 1978), pp. 89-94. EJ 192 376.

According to Abraham Maslow, individuals are motivated by five drives. The "physiological" and "security" drives motivate individuals to seek food, clothing, shelter, and continued security in having these needs met. The "social," "esteem," and "self-actualization" drives motivate people to relate positively to others, achieve personal success, and find satisfaction in themselves.

Recent research, states Williams, shows that teachers are "generally well satisfied with the two lower order needs." Thus, administrators have little to gain by attempting to motivate teachers at these levels. Instead, administrators should concentrate on motivating teachers at the esteem and self-actualization levels.

It is important to recognize, though, Williams emphasizes, that different teachers are motivated by different drives. Although most teachers are satisfied on the lower levels, some are still striving for satisfaction of their security needs. Others, however, are knocking on the door of self-actualization.

Thus, some teachers may perceive such activities as "parent-teacher conferences, working with student teachers, membership on district-wide committees, bus duty, and curriculum development" as "work overload." Others, though, may regard the same activities as opportunities for further self-development. The astute administrator, Williams concludes, attempts to motivate individual teachers on the most appropriate levels, so that each can proceed from one level of Maslow's hierarchy to the next.

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